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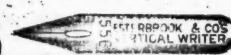
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# THE SCHOOL JOURNAL

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## Mr. Shephard on Schools of the United States.

(Mr. Shephard is the Chairman of the Technical Education Board of the London County Council and he was a member of the Mosely Educational Commission. The following is from a report of an address by him before the Sixth Annual Conference of London teachers).

The Mosely Educational Commission was due to the bold initiative of Mr. Mosely. He was the fortunate possessor of mining rights in South Africa, and in connection with those mines he and his neighbors employed some English engineers to try and make the mines self-supporting and largely paying; but they failed. Then they tried American engineers, and from that time, according to Mr. Mosely's statements, the mines turned round, and, instead of being non-paying, became, as we all know, very largely successful, paying operations. Mr. Mosely was much struck with this fact, and, wondering whether the success of the American engineers was due to the education which they got in America, he determined on sending out the two commissions which have borne his name: first the labor commission, to inquire from the labor leaders' point of view what was being done, and then persons who were interested in education to make inquiries from the educator's point of view. Our duty, therefore, in this commission, was to inquire whether it was a fact that there were points in American education superior to our system and our mode of working here, and next, whether any of those points could be brought home and used with advantage by us.

Speaking from an experience of two journeys to America only, of four or five weeks each, I do not pretend to have seen all sides of the question; but all the commissioners are agreed that there is a very much more largely diffused spirit of education in the United States of America than there is in England. There every citizen is born with the right to the best education he can have, at the expense of the state. He is born with the right; he is taught from his earliest infancy that it is a right which he must cherish very dearly, and he is fully possessed with that idea. The state on its side recognizes, as a matter of course, never to be discussed, that it has to provide the very best education, practically (or almost) regardless of expense, which can be given to its citizens, not as a matter that is dragged out of them unwillingly, but as a matter that they do with the greatest willingness, and with the strong persuasion that it is the best investment of public money that can possibly be made. That is not quite the spirit which we find pervading the whole of England, and the country will never be what it should be unless its education is what it should be, to bring this spirit, this atmosphere of education in England, at least to the level of that in the United States.

First of all, America is free from that great trouble which besets our educational system here, that is the religious question, and a very great relief it is, looking at the matter from a pure point of education. They simply consider what is best from an educational standpoint, not how far it will affect certain religious

denominations. That trouble is put entirely on one side.

Next, the education in America has one great advantage over the educational system here. It is free right up to the age of 18, or even longer. They have their kindergartens, which, of course, deal with children under 6; they have their elementary and grammar schools which deal with the children from the age of 6 to 14, and then they have what they call their high school, which deals with the pupils from 14 to 18; and the whole of these are absolutely free to any citizen of the state who may happen to be in the neighborhood of the schools. And they are very widely spread. The elementary schools are, like ours, built in sufficient numbers and size (except in a few instances) to take all the children who are dealing with elementary education, and their high schools are also very widely spread throughout every area of the states. As a proof, showing how far the children of the United States value the privilege of the high schools, I may say that of the school child population of the United States, taking the Northern States, 7 per cent. of them are actually found from time to time in the high schools of America. In the elementary schools the attendance is, like our own, up to 80 per cent., and in the high schools there is a continuation of 7 per cent. of that 80 per cent. in the high schools. That is a very great advantage. I do not know how it is, but there is a feeling here that if a child is educated up to the age of 13 or 14, he is sufficiently educated for the ordinary purposes of working class life. Go to America and see how that view is met there. I only wish a few who hold those views would go to America, and have the experience I have had there; they would be scouted altogether if they expressed the belief that a child can be possibly educated by the age of 13 or 14. The idea would be deemed outrageous in the United States of America. Here, again, we have something to do in raising the standard of education in this country.

The main difference, I think, is the way in which education is looked at and worked out in the United States, and there is no doubt a very great difference, as far as I can discover, in our methods. It is all looked at in America from the practical point of view. It is not a question of cultivating a child, of giving the child or student a certain amount of knowledge and trusting to the future to bring that knowledge into useful effect, but in America the whole education from the very beginning is worked out as a system from the practical point of view. The question is: How much is such and such a thing worth? A graduate at the university (the head of one of the trade high schools) said, "I think a great deal of culture, but my point is not culture; my point is what will be of use to these students when I turn them out from

this institution to make their way in life;" and the whole of the American system is based on the idea: not what is worth learning as learning, but what is of practical utility.

[Nature study, hand and eye work, observation of all kinds is looked for right from the beginning.]

First there is the kindergarten, which is very much in America what it is here, up to the age of 6. Then from 6 to 12 they give in all schools manual training and cultivate the powers of observation. In most schools it is something like this: They model out a very imperfect but an original idea of an American settlement. They would have a certain amount of drawing from life going on; and a certain amount of observation of what is going on round about. You will find this sort of question will be asked off-hand: "What was the temperature outside to-day? What is the temperature in this room? How do they compare one with the other?" You will find a chart on the walls of the weather statistics of the last week, each day colored by the pupils, showing it was showery here, stormy and windy there, and so on. You will find all round the room flowers brought in as decorations and as objects to be learnt from. In the last two years of their course the children are, as a rule, working in actual workshops where manual training is taught. All this, as I say, is with a practical idea.

The idea they have got in their minds is to teach the child from observation, so that when they have done with the school, the same spirit of observation will be upon them, and they will seize on everything that is round about them and ask, "How are we going to turn that to practical account in the course of our lives?" In some schools they have actually gone further, and there has been a departure of great interest, which I should very much like to see tried in this country.

In Dr. Dewey's school they have actually got manual training right away from the lowest forms to the highest. I will give an instance how it is done. A teacher will come into the class-room and say, "Let us think to-day of a man on one of the prairies of America, and that man is 6 feet 4 inches in height. Now think of him; he is quite by himself. What does he want?" Up go the hands in all directions and out come the answers. Clothes; a house to live in; a canoe to take him across the rivers; something to plow this land with, and things of that kind. The teacher will, perhaps, single out a house. "Very well, let us talk about this house; what size house does he want? We will suppose that he is 6 feet 4 inches high." The answer comes: "10 feet high." "Very well, let us make that house. We cannot make it in feet; let us make it in inches. Ten inches is rather high, let us make it 5 inches all in scale." I doubted very much whether this could be done, but the teacher said, "Come into the next class and you will see what has been done this morning." I was taken into the next class, and out of the children's lockers were produced to me the different specimens of wood, roughly carved. They make the house complete so far as the front and back walls and roof are concerned, all to scale and all to fit, with their windows to scale and actually made. They carry out that system right through that school from top to bottom. Of course, as you get higher the system becomes more advanced. Little children of six and seven work those pieces of wood by the use of the hammer, the anger, the chisel, and the plane.

When they have done with them in the elementary school, they carry that system on in a very much more complete way in what they call the Trade High School.

This is not universal; it is becoming more common, although still much of an experiment. The idea is not that a child should be taught the particular trade, or to be a mechanic, but that he should have a knowledge of the science of the trade, and as soon as he knows the science of that trade he is passed on to the science of another. Therefore, every child is sent out to a large extent trained in mechanical and business habits. Then they pass on to the universities, and at the universities they find, associated with the high level of culture which you find there, the same definite thought as to what the student is to do in after life, and at the age of 22 or 23 out go these students, every one, practically without exception, already appointed to a situation in some great trading community in the United States, a good situation, with an income which they can live upon, and every prospect of rising till perhaps they come to be the head of the department or the head of the institution itself?

That is the system in America, with which we have to compete, and I should like to impress its lessons upon you. I simply will say with all earnestness that I am convinced, from my study of American education, that we have a great deal of leeway to catch up in the matter of practical education. I do not at all underestimate the value of culture, and I hope England will never let its reputation for culture pass away. But I come back more than ever convinced that, if we are going to hold our own as a commercial nation, we have got to direct our view to the practical questions connected with education, and more and more to think of the point; how far is our education practical, or how far is a large portion of it thrown away merely by storing knowledge in the minds of the children and the grown-up pupils, of which, if they are like myself, a very large portion is lost before they come to use it in actual life.

## Our Exports.

This is a year when the political orator will abound. The differences between the Republican and the Democratic party seem to have become minimized until only different views of the tariff keep them from coalescing. Now it is not with the desire of changing any one's mind or vote that any words are written in THE JOURNAL concerning the nation's source of wealth, but simply to put in the closest and smallest space possible the figures that show where the money comes from that makes us a rich nation. This is easily done, because the department of Commerce and Labor has issued a report for the year ending June 30.

In this it appears that exports were as below:

Agricultural products.....	853 millions.
Mining " .....	46 "
Forestry " .....	68 "
Fishing " .....	8 "
Manufacturing " .....	452 "
Miscellaneous " .....	5 "
	1,432 "

The question will arise, Are we a great exporting nation? Let us compare our exports of manufactures with those of other nations. England exported 1,143 and Germany 825 millions in a year. It thus appears that America is truly great in exporting cotton, wheat, and lumber. The problem that our statesmen are wrestling with is the increase of our export of manufactures. This question is a good one to bring before high school and college students. It is the main thought of statesmen of both parties.

## Education in New Zealand.

By JAMES HIGHT, M.A., Lecturer on Political Science, Canterbury University College, N. Z.

Owing to an unfortunate oversight on the part of the printer a whole page was omitted from the article printed under this head last week. The omitted material should have been inserted between lines twenty-eight and twenty-nine. In order to present the important and interesting contribution of Mr. Hight in a satisfactory form the whole article is reprinted here, with due apologies to the readers of THE JOURNAL.—Eds.

New Zealand is a British colony, with responsible government, situated about 1,200 miles southeast of Australia. It is 104,751 square miles in area, or nearly as large as the United Kingdom, and the estimated population, in May, 1904, was 894,389. It has a foreign trade of about \$130,000,000 and exports chiefly frozen meat, wool, gold, dairy produce, wheat, oats, kauri gum, phormium (flax), and timber. It was proclaimed a British colony in 1840, and its system of education was placed on its present basis in 1877, tho, of course, many modifications have since been made in the superstructure. The three grades of education—primary, secondary, and university—are in New Zealand closely connected and are gradually being worked into a compact and unified system. There is little room left for private enterprise; the education of the people is monopolized by the State which provides endowments of land and annual grants of money towards defraying its cost.

### Primary System.

The primary system has been "free, secular, and compulsory" since 1877. At the end of 1902 there were 132,262 children enrolled on the books of the state primary schools, the number of such schools being 1,708. The average rate per cent. of attendance during the year was 84.9, and the parliamentary grants for teachers' salaries totaled upwards of \$2,200,000; for the same year the buildings grant reached nearly 250,000, most of it being spent in erecting new schools in pioneer settlements, 2,957 adult teachers and 747 pupil-teachers were employed, the average number of pupils to each adult teacher being 30.7, showing a decrease on that of previous years. There is at Wellington, the seat of government, a department of education, at whose head is the minister of education (at present the Rt. Hon. Richard Seddon) who changes with a change of government. The permanent head is the secretary for education and inspector-general (Mr. G. Hogben, M. A.) who exercises general supervision over the administration of the system, receives and collates the reports of the various local boards, controls the examination of teachers and of civil servants, and frames, with the advice of the local inspectors of schools, the syllabus of instruction for the whole colony. He is the intermediary between Parliament and the local boards of education. Of these boards there are thirteen, each of nine members, elected by the members of the school committees. They administer the Parliamentary vote for school buildings, appoint and dismiss teachers, and control the inspection and examination of schools in their district. Each school is situated in a separate "school district" the householders of which elect a school committee, varying from five to nine members, according to the size of the school. These committees see that the schools and grounds are kept in good repair, grant extraordinary holidays, arrange for prizes, school concerts, etc., and, in many cases, make the final appointment of teacher from a list of approved applicants submitted by the boards. The system of boards and committees ensures the existence of a keen popular interest in education, an interest that is markedly absent from the

systems of the Australian States where centralization reigns supreme.

The work of inspection and examination of schools is done by a capable staff of inspectors working under the boards. The majority of these inspectors recently met in triennial conference at Wellington (see group) to consider a new syllabus of instruction and other matters of educational interest. They are all trained and experienced teachers and nearly all university graduates. The old system of promoting the children on the results of the inspector's examination alone has, in New Zealand, been superseded by the one whereby the teacher is free to promote his pupil according to his own estimate of the child's progress, the grounds of such promotion to be satisfactorily explained to the inspector, who in his periodical visits is now able to spend more time and energy than before in advising the teacher as to the organization of the school and the best teaching methods to employ in view of his peculiar conditions.

The teachers of New Zealand are said to compare most favorably in scholarship and teaching ability with those of other countries. For every 100 men engaged in teaching in 1902, there were 132 women, and this disproportion is likely to increase; its chief cause is undoubtedly the low salary earned by the teaching man as compared with salaries earned in other occupations. In 1902 the average annual salary for an adult teacher was \$665, the average for men teachers being somewhat higher, that for women teachers considerably lower. The chief source of supply of teachers has been the primary schools themselves by means of the "pupil-teacher system" which has now fallen into considerable discredit. Children of about sixteen were apprenticed for a term of four years, during which they taught all the school day, and received out of the ordinary school hours, instruction in various subjects from their head master. The number of pupil teachers has, however, considerably decreased of late, and a new system of training is about to be inaugurated. Hitherto there have been only two scantily equipped training colleges, to which the pupil teachers of two board districts have gone on the conclusion of their apprenticeship; but it is now proposed to establish four thoroly up-to-date training colleges with a liberal system of training scholarships for the whole colony. A fair proportion of the teachers are university graduates; and of the 2,957 adult teachers employed in 1902, 2,474 were holders of full certificates granted by the Department after examination tests.

The course of instruction in the primary schools embraces English, arithmetic, drawing, singing, physical instruction, nature-study, handwork, geography, needlework, elementary science, history and civics, military drill, hygiene, and moral (but not "religious") instruction. It is remodeled from time to time and molded according to the results of the best current educational experience and research. The average age of the pupil on passing Standard VI., the highest class generally used, is thirteen years, ten months, and a system of free continuation and technical classes has been devised in the larger centers of population

further to educate those who do not go on to the secondary schools.

Even a brief account of the primary system would be incomplete without some reference to the New Zealand Educational Institute, which is an association comprising the majority of the primary teachers in the colony. Tho without the immense membership of the English National Union of Teachers or the American National Educational Association, its influence on the trend of educational policy is not less powerful than that of those professional bodies. It has been successful in securing for the teacher higher salaries and improved conditions of tenure, the latter chiefly thru the establishment by statute of a Teachers' Court of Appeal; and its debates and resolutions have generally influenced the various modifications made in the course of instruction.

#### The Secondary Schools.

The secondary schools are chiefly State-owned, and are governed thru special boards selected on a more or less popular basis; but there is a larger proportion of private secondary schools than of private primary and preparatory schools. At the end of 1902 there were 25 State subsidized or endowed secondary schools, with 3,072 pupils, and 155 regular and 59 part-time teachers. The pupils pay fees; but there has always been a liberal system of scholarships leading from the primary to the secondary schools, and in May, 1903, there were 588 free pupils in the latter.

Moreover, secondary education has recently been made free for all children passing Standard VI., under the age of fourteen years. In addition, to many of the primary schools there is attached a secondary class, which is free to the children from contiguous schools. The course of secondary instruction is perhaps not so up-to-date as the primary program, a fault due in some measure to the influence of the university entrance examinations towards which these schools usually work and which do not allow sufficient option or election, nor give adequate encouragement to science, modern languages, and history. The schools are inspected by the inspector-general whenever he can spare time from his other multifarious duties. The salaries of the principals of the larger schools range from \$3,000 to \$4,000, whilst those of assistant masters vary from \$600 to \$2,000, the average being about \$1,200.

#### The University of New Zealand.

The University of New Zealand is an examining body which grants degrees on the results of examinations set by eminent scholars in the United Kingdom. To prepare students for these examinations there are four teaching colleges affiliated to the university, one each at Dunedin, Christchurch, Wellington, and Auckland.

The successful and rapid growth of the university has been very marked. At the end of 1902 there were in the four affiliated institutions 54 professors and lecturers: the university has (since 1876) conferred 1,016 degrees on 819 persons: there were during 1902 more than 980 undergraduates pursuing the university course: and a total number of 1,434 came up at all the examinations of the year (inclusive of matriculation). The population of the Colony included, at the census of 1902, 85,124 persons between the ages of 16 and 21 years; and the figures given above are not at all unsatisfactory for a young country. The Arts course extends over three years for a bachelor and four years for a master. There are also courses in Law, Medicine, Science, Music, Agriculture, Mining and Engi-

neering (Civil, Mechanical, Electrical, and Metallurgical). There are good technical colleges in connection with the teaching institutions. Thru its employment of British Examiners of high standing, the New Zealand university enjoys a reputation higher than that of any other Australian university. Among its present examiners, for example, are Sir W. Ramsay in Chemistry, Professor Beddard in Zoology, Prof. G. F. Stout in Mental Science, and Prof. York Powell in History. The salaries of the professors at the teaching colleges range from \$4,500 to \$2,500. The university has produced some graduates of note, among them being Dr. Ernest Rutherford, professor of Physics at McGill university, Montreal.

## Graft in Public Schools. II.

By Inspector JAMES L. HUGHES, of Toronto.

(Continued from last week.)

Even your teachers are appointed with the club influence of local, ward politics. The ward politician comes to me as superintendent and wants me to qualify Maria Jones because she is related to some man who has control of a number of votes in his ward. It makes no difference in his eyes nor in the eyes of politicians in general that she is not qualified for the position. No superintendent should be placed in such a position as that. Some men are strong enough to resist the power of the political boss. Teachers should be qualified by a state board, so that the local school authorities may be saved this baneful influence. I know a case in a city not two hundred miles from here, where a teacher was appointed at the dictation of a ward politician, with the distinct instruction that she should not write anything on the board, since in so doing she exposed her own ignorance of spelling and hence her incompetence as a teacher. The children would quickly have discovered the teacher's ignorance and reported it to their parents, who would have raised an uproar.

The power of appointment of teachers should be centralized. In the city of Toronto the school board cannot make appointments without my written recommendations. It is my task to send in a written list of teachers whom I consider capable of filling the positions and from that list the school board can appoint whomever they wish. So pleasant, however, are the relations between the school board and myself that they usually come to me and ask for my recommendation for a candidate for any particular position. You see that this virtually amounts to a one-man power and as such you may object to it. It is not really a one-man power for the "one-man" is the representative of the people, and at any time may be called to account for what he does. He is given certain authority and then is held responsible for his use of it. What better conditions could there be? It is just the difference between an autocrat and a constitutional executive. The superintendent should be the controlling influence in the choosing of teachers. That is not so in the United States.

In the first place you need stronger school boards. They should consist of a few great representative men, men who can be found in every city, men whom those of every party will be unable to reproach. It would be well also to have women on the board, two or three women of leisure and culture who would be able to represent the women of the city in the educational work. Womanhood has a right to direct representation in the training of the children. Women have an

instinctive idea of what is proper in education. It would be possible to find two or three such women in every city. I think I have enough knowledge myself to name two or three women in all the large cities of this country who could do the work acceptably. I believe that it is harder to corrupt women than it is men. Instead of politics, degrading women, women uplift politics. In Colorado where the women have been allowed to vote, they have voted for the clean men, they have "split the ticket," as the politicians say, thus compelling both parties to put up better men. But whatever plan you take, get your schools out of the power of the grafters.

There are other dangers that menace the schools. One danger is the indifference of the Christian leaders. Epworth Leagues and Christian Endeavor Societies and other young people's organizations should be taught to grapple with the practical problems of life. They should become interested in such practical problems as the improvement of our public schools, the planting of trees and flowers in the school grounds, and the betterment of the art in the school-rooms. There are not enough trained teachers. I know one state where there are eighteen thousand teachers, and only one normal school. That means that only five per cent. of the teachers of the state can be trained. The teaching force and efficiency, in consequence, is largely lost. There are or should be at least one trained teacher in every school, and as many more as possible. There is no excuse for those conditions in that state, for it is one of the richest states in the Union.

One danger to the public school is in a resolution openly passed or implied by school boards that they will confine themselves to home talent. Get all the good teachers you can at home, but do not turn away the good teachers from other places. It is thru this false notion that bad teachers are kept on the staff.

To sum up things that menace the schools, I would mention four things—politics, personal influence, society influence, and low salaries. Personal influence is very harmful. In this case a man promises to vote for your friends if you will vote for his, thus securing majorities for persons who otherwise would receive no recognition.

Low salaries are, of course, and always will be a menace to the best workings of any institution.

The society influence is also a strong and often harmful influence. Influence is used by the society or organization to keep any of its members in positions regardless of the true worth of such persons. The churches are among the worst offenders in this line. Their influence so powerful should always be used for good.

The Congregational church in New England almost overturned the normal schools the year after they were established because of an idea that the normal schools were due to a Unitarian inspiration. Henry Barnard himself told me how he succeeded in changing enough votes to save the normal schools.

You must guard your schools carefully, never mind what people may say about you. Be true to your public schools, the greatest gift of America to the world.

THE SCHOOL JOURNAL for next week will be the annual "Private School number" and monthly "School Board number" combined. Several articles will be published that consider the special needs of the various classes of so-called private schools. A feast of good things along this line may be expected.

## The Indian no Problem.\*

By Colonel R. H. PRATT, Ex-Superintendent, Carlisle Indian School.

America stands pre-eminent for the unity of races and freedom of the individual. It has established the fact that the real problems are methods and systems and not man himself.

To assimilate and utilize all people within its jurisdiction is both the prerogative and duty of the nation, because self preservation requires it. To leave or build any race or class as special or alien, hinders growth, multiplies expense and fosters anxiety and violence.

History, our own experience, and common sense ought to have shown us years ago that if we really wanted to civilize and assimilate the Indians, we were pursuing a course designed to frustrate our wishes.

### The Anglicizing Process.

The success of Anglicizing, if not entirely assimilating, black savages forty times more numerous now in America than our Indians, and our success in reaching happier results on the same line with foreigners from almost every land, and the failure after centuries to accomplish any material like results with the Indians ought to have led us to hunt the reason and adopt different methods long ago. Bringing negroes here and scattering them, even under the heel of slavery, has had the effect to give them our language and destroy their own, and to make them a valuable part of our industrial population; and where there have been wider individual opportunities they have risen to enviable place and prosperity.

Encouraging foreigners of all lands to come and settle among us has in every instance, where we have avoided the congesting of them in separate and large communities, led them to abandon their past and become thoroly American. But where we have allowed foreigners to settle in large communities the process of Anglicizing has been hindered, and in some instances entirely prevented.

In some localities in Pennsylvania we have German communities so compact that the third and fourth generation of residence has not given them our language, but there are innumerable instances of matured Germans, who having separated from their German surroundings and immersed themselves in American surroundings, have lost all German trace, even to the accent.

The first great barrier to be thrown down in all work of assimilating and unifying our diverse population is the barrier of language.

The process of giving the American language to foreigners who are willing to disperse among us, is so simple and effective that it gives us no concern; scarcely, in fact, attracts attention.

No school is needed, no special teacher or organized effort. It simply does itself.

Is there not a lesson in this?

We organize and force upon the Indian thru our sustaining of the tribal relation by the congesting system of Indian reservations, a condition exactly the reverse of this, calculated to not only discourage but to entirely prevent his obtaining the American language except in the impractical homeopathic way we choose to dispense to him by expensive and theoretical schools established in his communities.

\*No man in America is better fitted than Colonel Pratt, who has made the Indian school at Carlisle, (Pa.) what it is, to tell us just what the education and the treatment of the Indians ought to be. The excellent discussion given here is a part of a paper read before the New York Ministers' Conference, May 9, 1904.

Suppose we should take twenty thousand of the assisted immigrants landing on our shores, belonging to any nation under the sun,—England, Scotland, Arabia, Hungary, Italy or Africa,—and put them on a reservation in South Dakota, as we have the twenty thousand Sioux who have there been under our care for nearly three decades, place over them agents with a few employees and establish among them schools for their own children only, make them amenable to a Bureau in Washington to the extent that they cannot leave their reservations without its consent, issue rations and annuities to them and then treat with them thru a commission as tho they were a separate nation, would they develop into capable Americans? Would not these very conditions make any people hold to their past and even retrograde?

Is not the condition we have forced upon and maintained among and about the Indians entirely to blame for their non-acceptance of our civilization? Is the fault at all theirs?

We make a great pretense of helping, and do give inordinate sums of money in purchase of land and for their support, their schools, for their agricultural and other necessary development in preparation for citizenship, but does it accomplish the purpose?

I do not know of any Indian tribe, community or even individual Indian having been favored with anything like such opportunities to acquire the true spirit of America as are at once fully and continually accorded to the foreign immigrant.

I do not know many individual Indians who have risen far above what their privileges would imply; and all Indians within my knowledge are generally up to their opportunities.

I can therefore safely say, "The Indian is no problem."

#### Some of Our Mistakes.

It is perfectly safe to say that the United States government has expended in material, machinery, and instruction in agriculture for the Sioux Indians a sum that will exceed by many times in value the amount that could have been realized for all they have ever raised.

The worst of it is that the future outlook offers no encouragement that the continuance of the present course will bring on relief. Not only that, but continued in mass they are a perpetual threat upon the peace and safety of that whole section, and should the government attempt in any way to bring to bear upon them the influence of necessity thru which alone we may expect disintegration, individual progress and self-help, the Indians have only to put on a little paint, give a few war-whoops, flourish their pistols and immediately the government is again on its knees doling out gratuitously food and raiment to encourage their continued idleness and confirm their degradation.

Should the Indian not see the way himself, our mistaken philanthropist and speculative forces will promptly guide him to make the effective demonstration, excuse him for it, and then stand ready to place all the blame on the government. In twenty-six years we have paid thirty-seven millions of dollars for support of the Sioux, and almost as much more for lands purchased from them including army expenses, to keep them on their reservation.

Suppose one-fourth of this vast sum had been expended in the proper education of their children and in encouraging and helping them, old and young, to immigrate into and distribute and make themselves useful thruout our communities, can there be any doubt that the Sioux would now be practically self-supporting and citizens?

Of the many demoralizing influences we have devised for our Indians we can count upon the money annuities and the payment per capita of large sums for lands ceded by them as being among the most fruitful and disastrous.

This system was adopted early in our intercourse with them and has grown in volume thru the years in spite of all contrary efforts, until now it is not uncommon to pay one tribe millions of dollars.

In 1722 the lower half of Berkshire county, Massachusetts, was purchased from the Stockbridge Indians for 460 pounds, three barrels of cider and thirty quarts of rum, and the Stockbridges were moved over into the wilds of central New York.

In 1894 a piece of land along the northern border of the Indian Territory called the Cherokee Strip was purchased from the Cherokee Indians for eight million dollars. As time goes on you see it pays more and more in money, to be an Indian.

#### Among the Osages.

Of the tribes which receive large regular annual payments the Osages are a glaring example.

The sale of their lands in Kansas under treaty agreement brought them about nine millions of dollars in the United States treasury, the interest of which at five per cent. has been paid to them per capita for a third of a century.

When the treaty was made they numbered over 4,200; to-day they number a bare 1,500.

The payment of this money has stifled all energy and industry, and been the fruitful cause of their destruction.

An agent who had charge of them at an early day and then again years afterwards, passing quite an interval, told me that notwithstanding the law and all the protection he could give, the amount of whiskey consumed by them in two weeks during his later administration was more than equal to that which they got in a whole year in his first administration.

The idleness, disease, and crime which has thus reduced this tribe, composed of the finest specimens of physical manhood it has ever been my good fortune to know, are all the direct result of our grossly injudicious system and mistaken liberality.

The year their treaty was made, Gen. Sheridan engaged a party of Osages as scouts and couriers, and he secured from them a service of 75 to 80 miles per day on foot across the country. It is doubtful if a single Osage could be found able now to accomplish any such feat.

General Milroy, Agent for the Miamis and Pottawatomies in Indiana, in his annual report for 1847, gave a picture of the drunkenness, debauchery, and crime produced by the payment of the annuity he made that year to those Indians, and statistics to show how by the hundreds, year after year, they had murdered each other when under the influence of drink procured with the money we gave.

He stated that probably in the history of the human family there was no other parallel case where a whole nation had actually destroyed itself by assassination.

General Milroy's picture is applicable to-day and bears on many tribes.

Inviting the Indians to look to the government for support instead of continuing to rely upon their own right arm, is another of the great evils of the system.

Be the sum ever so small the receiving of it is to them the greatest of all the events of the year.

The payment of \$4.00 or \$5.00 per capita brings a whole tribe together at the agency, bag and baggage,

men, women, and children, tepee, dogs and ponies, to the entire neglect of their farm patches; and immediately after they get their money they turn it over to the trader. I am aware that many touching instances are related by pathetically inclined people intended to prove that things are improving. But the fact remains that we have scarcely any Indians in the United State free from bureau control, and the evils I have named and many others consequent upon our system of sustaining and forwarding the tribal conditions are in the way of any complete individual development and growth.

The arguments and devices we resort to, to keep up these tribal organizations are unworthy of our civilization.

Better, far better for the Indians had there never been a bureau. Then self-preservation would have led the individual Indian to find his true place, and his real emancipation would have been speedily consummated.

What I contend for in part is that the small number of Indians in the United States, especially the Indian children, shall have privileges beyond the tribe, the privilege of seeing and knowing what the United States is.

It is in part due to the church that we have Indian reservations; and reservations for Indians means reservation from experiences and from opportunities for education and betterment in industry.

The policy is wrong. There should be willingness, helpfulness, invitation and push on our part to get the Indians and especially the children out into the active life of the nation.

We do not hesitate to take a million foreigners into our country in one year and at once disperse and citizenize them. We do not hesitate to invite and persuade boys and girls of all countries to abandon their homes and languages and come here to become a very part of our population. We give opportunity for the boys and girls in the slums of New York to escape from their surroundings of ignorance and vice, and enter the well-to-do homes of our people all over the country.

The present governor of Alaska as a boy went out from the slums of New York to a family in Indiana, who took him into their good home, just as our Carlisle Indians boys and girls are constantly going into good homes in Pennsylvania, and he became what he is. Left in the slums of New York, he would probably never have become anything but a burden upon society. Taken into wider and better influences he becomes a great and good man.

There are only 270,000 Indians outside of Alaska. If instead of forcibly holding them together on reservations and in tribes our every influence helped them to chances away from the reservations, their interests and ours would soon be assimilated, and that would be the end.

The contact of peoples is the best of all education. I could give you unlimited instances where Indians by association with our own people, became in all respects like them—in thought, speech, and deed.

We are making a great pretence of anxiety to civilize the Indian. I use the word pretence purposely, and mean it to have all the significance it can possibly carry. There is no real recognition of Indian manhood in anything the government does for them; nor are the schools, established and maintained by the government, so established and maintained for the real benefit of the Indian.

They are generally used as an offset for the River

and Harbor bill—that is, to equalize the distribution of public money. One Indian commissioner established quite a number of schools purely on this political basis, securing the sympathies of certain congressmen and senators by promises to place a school within their respective districts. That commissioner used this argument:

"It should also be borne in mind that the money expended at these Indian schools is put at once into circulation in their immediate vicinity, and the employees are mostly white people, men and women carefully chosen, that the money they receive for this work enters largely into the financial growth of their respective communities and becomes a part of the general prosperity of the country."

We do not gather the people of one nation into schools by themselves and the people of another nation into other schools by themselves, but we invite the youth of all people into all schools.

We shall not succeed in Americanizing the Indian unless we take him in, in exactly the same way. I do not care if abundant schools on the plan of Carlisle are established, if the principles we have always had at Carlisle—of sending them out into families and into the public schools were left out, the result would be the same, and even tho such schools were established as Carlisle is, in the center of an intelligent, industrious and friendly population, and tho such schools were as Carlisle always has been, filled with students from many tribes.

Purely Indian schools say to the Indian: "You are Indians and must remain Indians; you are not of the nation and cannot become of the nation. We do not want you to become of the nation."

#### The Missionary

Before I leave this part of my subject I feel impelled to lay before you the facts as I have come to look at them, of another influence that has claimed credit and always has been and is now very dictatorial in Indian matters, and that is the missionary as a citizenizing influence upon the Indians.

The missionary goes to the Indian; he learns the language; he associates with him; he makes the Indian feel he is friendly and has great desire to help him; he even teaches the Indian English; but the fruits of his labor, by most of the examples I know, have been to strengthen and encourage the Indian to remain separate and apart from the rest of us.

Of course, the more advanced—those who have a desire to become civilized, and to live like white men, who would with little encouragement go out into our communities—are the first to join the missionary forces. They become his lieutenants to gather in others.

The missionary must necessarily hold on to every help he can get to push forward his schemes and plans so that he may make a good report to his church, and in order to enlarge his work and make it a success he must keep his community together. Consequently any who care to get out into the nation and learn from actual experience what it is to be civilized, what is the full length and breadth and height and depth of our civilization, must stay and help the missionary.

The operation of this has been disastrous to any individual escape from the tribe, has vastly and unnecessarily prolonged the solution of the question, and has needlessly cost the charitable people of this country large sums of money, to say nothing of the added cost to the government, the delay in accomplishing their civilization, and their destruction caused by such delay.

If, as sometimes happens, the missionary kindly consents to let, or helps one go out and get these experiences; it is only for the purpose of making him a preacher or a teacher or help of some kind, and such an one must, as soon as he is fitted and much sooner in most cases, return to the tribe and help the missionary to save his people. The Indian who goes out has charitable aid thru his school course, forfeits his liberty and is owned by the missionary.

In all my experiences of thirty-seven years, I have known scarcely a single missionary heartily to aid or advocate the disintegration of the tribes and the giving of individual Indians rights and opportunities among civilized people.

There is this, in addition, that the missionaries have largely assumed to dictate to the government its policy with tribes, and their dictations have always been along the line of their colonies and church interests and the government must gauge its actions to suit the purposes of the missionary, or else the missionary influences are at once exerted to defeat the purposes of the government.

Years ago, under the orders of the department, I went to New Mexico after children for Carlisle. I found their communities aggregating 11,000 Indians. They were not nomads, they were village dwellers, agriculturalists, stock-raisers, and their communities were the oldest within the limits of the United States.

They had been under the influence of a church for 250 years or more, and at this time the power of that church over them in all their affairs was absolute. They paid taxes and tithes to it alone, and yet there was not one single Indian in the whole 11,000 that could either read or write in English or in any other language.

When I brought up the subject of education, I was met at once with the strongest possible opposition, and confronted with the fact that the Indians had been commanded by the officials of that church not to send their children to school, or to allow them to learn the language of the country.

We make our greatest mistake in feeding our civilization to the Indians instead of feeding the Indians to our civilization. It is a great mistake to think that the Indian is born an inevitable savage. He is born a blank, like all the rest of us. Left in the surroundings of savagery, he grows to possess a savage language, superstition, and life.

We, left in the surroundings of civilization, grow to possess a civilized language, life, and purpose. Transfer the white infant to savage surroundings, and he will grow to possess a savage language, superstition, and habit. Transfer the savage-born infant to the surroundings of civilization and he will grow to possess a civilized language and habit.

These results have been established over and over again beyond all question, and it is also well established that those advanced in life, even to maturity, of either class, lose the already acquired qualities belonging to the side of their birth and gradually take on those of the side to which they have been transferred.

As we have taken into our national family ten millions of negroes, and as we receive foreigners at the rate of more than 800,000 a year, and assimilate them, it would seem that the time may have arrived when we can very properly make at least the attempt to assimilate our 250,000 Indians, using these same potent methods and see if that will not end this vexed question, and remove Indians from public attention, where they occupy so much more space than they are entitled to, either by number or worth. The school

at Carlisle is an attempt on the part of the government to do this. Carlisle has always planted treason to the tribe and loyalty to the nation at large. It has preached against colonizing the Indians, and in favor of the individualizing them. It has demanded for them the same multiplicity of chances which all others in the country enjoy.

Carlisle fills young Indians with loyalty to the stars and stripes, and then moves them out into our communities to show by their conduct and ability that the Indian is not different from the white or the colored, and so prove that they have the same inalienable right to liberty and opportunity that the white and negro have. Carlisle does not dictate to him what line of life he shall follow, so it is an honest one; it says to him that if he gets his living by the sweat of his brow and demonstrates to the nation that he is a man, he does more good for his race than hundreds of his fellows can who cling to their tribal, communistic surroundings.

The result of the Carlisle system is that we have the most economical Indian school in the country, East or West, because large numbers of our pupils go into the public schools, live in families, work for their own support, and join the productive forces of the country. What they earn is theirs.

Their earnings for the past year aggregated \$31,393.02. They are taught to save. Over 800 have bank accounts and their total credits from these earnings to-day amount to over \$40,000, which earns interest for them. They work principally on farms and as house-helpers; very many have become first-class workmen and workwomen and get first-class pay. There is a great demand for them: more than three times the number we can supply are asked for each year. Testimony as to qualification and character is "good" or "excellent" in nineteen cases out of twenty.

No evidence is wanting to show that the Indian can become a capable and willing factor in our industries, if he has the chance. What we need is an administration which will give him that chance.

Indian schools must, of necessity, be for a time; but the highest purpose of all Indian schools ought to be only to prepare the young Indian to enter the public and other schools in the country and immediately he is so prepared, for his own good and the good of the country, he should be forwarded into these other schools, there to temper, test, and stimulate his brains and muscles into the capacity he needs for his struggle to secure the good things of life in competition with us.

An examination shows that no Indians within the limits of the United States have acquired any sort of capacity to meet and cope with whites in civilized pursuits, who did not gain that ability by going among the whites and out from the reservations, and that many have gained this ability by so going out. Theorizing citizenship into a people is a slow operation.

What a farce it would be to attempt to teach American citizenship to the negroes in Africa! They could not understand it, and, if they did in the midst of such contrary influences, they could make little use of it.

The Indians must get into the swim of American citizenship. They must feel the touch of it day after day, until they become saturated with the spirit of it, and thus become equal to it.

Once each year THE SCHOOL JOURNAL publishes a number devoted almost entirely to private school matters. This special combined "Private School Number" and "School Board Number" will appear next week.

## Management of Throat Troubles.

By WILLIAM S. BIRGE, M.D.

The prevalence of throat troubles and the necessity for attending to them in time makes it important that every one should know a little something about such diseases, and how to combat the first symptoms.

It is an almost universal practice to gargle the throat, but many physicians are inclined to the belief that gargling is, as ordinarily done, of but little use.

There is a very great advantage in spraying the throat, provided it is done in the proper way. Every child should be educated in this, and should be able to inhale a spray without coughing or strangling. This is entirely a matter of practice, altho many persons claim that they cannot become sufficiently accustomed to the spray to take it into the lungs without more or less choking. Of course, it depends somewhat on the nature of the drug used.

There has been a good deal said of late about the virtues of dioxide of hydrogen for throat troubles. This preparation appropriately mixed with glycerine can be sprayed into the throat and lungs with a minimum of annoyance. The throat will not smart, and with a fine atomizer the spray may be so minute as to be felt scarcely more than the inhalation of a thick fog or steam.

It must be borne in mind in this spraying treatment that only the most infinitesimal particles touch the surface of the throat. One would for a gargle take a tablespoonful of liquid, but it would require nearly half an hour of continuous work to throw a tablespoonful of fluid thru an atomizer. The spraying should be done every ten or fifteen minutes and should continue at least one minute to be effective.

A French physician recommends a fashion of washing the throat which is worth while for people with affections of this sort to practice. Take a tablespoonful of the gargle in the mouth, throw the head back, close the nostrils with the thumb and finger, and go thru the movements of swallowing, but without allowing the liquid to go down the throat. It is best to practice this without any liquid until one becomes somewhat accustomed to it, as the sensation is rather peculiar and confusing.

The first symptoms of sore throat, whether one suspects diphtheritic complications or not, may be combated by the use of pineapple juice. A fresh pine is best, but the canned fruit will answer if no other can be obtained. Let the patient eat freely of the fruit, holding it in the mouth for some time and allowing the juice to penetrate the back of the throat as far as possible.

Another excellent preparation is used with an oil or vaseline atomizer; it consists of ten grains each of menthol and gum camphor rubbed together and mixed thoroly with one ounce of liquid albolene. The spray with this preparation is nebulized and so very fine that it can be inhaled and drawn deeply into the larynx and bronchial tubes without producing the slightest irritation. It is particularly adapted where there is an irritation of the larynx with hoarseness or loss of voice.

An excellent gargle for an ordinary sore throat or tonsilitis may be made by adding ten drops of carbolic acid to two ounces each of lime water and glycerine.

There are people who can throw the head back, open the throat and allow liquid to trickle slowly down thru the passages. If every one would practice some of these simpler muscular controls, they might be much more easily treated when ill, and lives might be saved which now are sacrificed because the patients are entirely unmanageable.

## The Microscope in the High School.

By S. M. COULTER, Professor of Botany, Washington University, St. Louis.

(Abstract of paper read before the Department of Science Instruction, N. E. A.)

First among the factors to be considered is the youth of the student. It seems unfortunate that biology should come in the first year; perhaps courses may be altered so that biology, involving use of the microscope, may be taught to more mature students. If it must come in the first year, what kind shall be taught? Only such forms as do not require the microscope? Shall we begin with the earthworm and the worm and stop with the rabbit and the lily? Shall we omit the alga and the infusorian, the life history of the fern and the alteration of generations? Can we do otherwise without the microscope? Granted that students should have "knowledge of the whole plant before beginning with the parts?" But shall knowledge end there? Shall it not rather "descend from the whole to its parts"?

The teacher certainly overestimates his students' ability if he expects them to understand the cellular structure of plants or reproductive processes without ocular demonstration. Tho we may not ask the beginner to render Beethoven's symphonies, we do put in his hands the instrument upon which he is to practice his scales. It is unfortunate that certain teachers attempt university work in secondary schools, but that does not prove that the proper kind of microscopic work cannot be done. Without the microscope, the pupil is apt to get only partial or inaccurate information about fundamental principles; this produces inaccuracy of observation and interpretation.

Any instruction, however elementary, should be absolutely accurate and complete. While deprecating any teaching which results in pupils being unable to name some familiar plants or know a moss from a fern, I should wish to add to such fundamental knowledge the larger biological truths which the microscope reveals. The study of plants in the field, their habits and relation to environment may precede their histological study, but I should be unwilling to see the latter crowded out altogether.

The microscope must be carefully explained, all its possibilities discussed. The number of students should be limited so each may receive personal attention from the instructor. Instruction should be given in scientific drawing. Two great helps of general educational value will follow careful use of the microscope in the biological laboratory:

- 1st. Accuracy of observation, the ability to see things as they are.
- 2nd. Accuracy of interpretation, the ability to put things down correctly and correlate them.

### Seedless Apples.

The seedless apple is a new feature and comes to share the honors with the horseless carriage, the wireless telegraph, the smokeless coal and the seedless orange. It is a Colorado product and is on exhibition in the Horticulture building at the World's Fair. It is claimed for the seedless apple that it is safe from frost because it has no blossoms. Several bushels of seedless apples are kept in cold storage and the supply is constantly fresh.

There are 103 varieties of apples shown in the Indiana exhibit in the Palace of Horticulture at the World's Fair. The commissioners have made an effort to exhibit every kind of apple grown in the state.

## The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING AUGUST 27, 1904.

### The Educational Exhibit. II.

Previous articles in these pages have described the appearance and general arrangement of the magnificent exhibit of school work shown in the Palace of Education and Sociology. Never before have the schools been treated so liberally by an international exposition. A whole building, beautiful and thoroughly appropriate, with more than seven acres of floor space, has been set aside for their very own. This in itself speaks volumes for the St. Louis Fair and the nation at large. Where the education of the people is of sufficient interest to occupy as important place as the evidences of natural prosperity and the progress in industry and art, there is hope that the higher interests of humanity will not be permitted to be forgotten.

The Japanese educational exhibit, like all the other wonderful displays by that progressive empire of islands, is arranged with great care and with an eye to impressing the visitor with the up-to-dateness of Japan. The fine samples of letter-writing probably are the chief attraction of the elementary work. I learned, much to my surprise, that the Chino-Japanese script is far more popular with business men in Japan than the Roman because of "greater rapidity." The current Chino-Japanese script is a kind of shorthand consisting of about one thousand Chinese characters, combined with the Japanese alphabet. It requires many years of study, but when once learned it lends itself very readily to the demands of business usage.

English is quite generally taught. A unique feature of the school programs is instruction in etiquette. Here is a suggestion worth considering. Polite conduct and usages might advantageously be taught in the grades and in the high school. Observation of the actions of many young women especially, in the street cars, at the seashore, and at social gatherings makes one wish that ignorance of the rules of ordinary propriety might not be permitted to continue as an excuse. The Japanese idea is a good one.

China makes a very creditable showing. A considerable part of the exhibit seems to have been drawn from the Christian missions. The mission schools are by no means giving proof of really profitable activity in their peculiar field. Some of the things shown by the American Board Missions, for instance, make one's blood boil at the thought of the opportunities wasted. Numerous questions about Satan and his alleged doings are answered by little children in sentences that have been drilled into them. Page after page of such stuff is proudly displayed as samples of our civilizing activity in the Orient. Poor children! How much happier their lives might be. The American Board ought to insist that its teachers qualify themselves. If what they try to do is worth doing, it ought to be done well.

Belgium and Austria are not represented in the Palace of Education. Their school exhibits are to be found in the fine buildings which these two countries have erected for their respective national displays. The Belgian schools make a splendid showing in in-

dustrial lines. They re-inforce the impression one is bound to carry away, that Belgium is pressing forward in the crafts and industries. The outside of the building proclaims the glory of Brussels in the world's work of social uplift. The city has been first in nearly all the great international movements for organized sociological endeavor. Great congresses of various kinds were called into being here. Belgium may well be proud of her metropolis.

Austria has a beautiful building on the grounds. The arrangement of everything is exquisite. Every room is an artistic unit. The harmony of it all impresses the mind like music. A single *motif* is carried from room to room. Yet is there a unique treatment of every part. The extremes of the *nouveau* art have been avoided. There is a distinctly Austrian art of decoration in the broader sense. Architecture, furniture, lace, jewelry, book binding, weaving, illustrating, and many industrial activities bear the marks of this art. There is an individuality in everything, but an Austrian individuality.

The Tyrolese arts and crafts are housed in "The Alps" enclosure. Marvelous skill in wood-carving is exhibited. Elaborate historic scenes have been sculptured out of a single piece of wood, with figures as life-like as an artist might produce on the canvas. A rosary of some length consisting of many small parts linked together in a mysterious way was the *chef d'oeuvre* here; it was made of a single piece of wood and was the result of many toilsome months of patient carving.

#### France.

The French school exhibit is disappointing. The decorations are excellent. But the things a teacher would be most directly interested in are in a hopeless jumble. The arranging seems to have been done by a sociologist with whom regeneration counts for more than generation, and repairing for more than construction. Everything bearing upon reform is given a prominent place. The quiet building processes of the elementary schools must be searched for. The display of methods of teaching, too, gives the impression of campaign plans against wickedness, present and possible. The French youth is not at all as corrupted and corruptible as the show makes out.

The temperance agitation is anti-alcohol. So it is with everything else. It's anti, anti, anti and very little pro. The anti-alcohol object pictures are enough to produce a nightmare in sensitive children.

The composition work and the writing generally surpass in appearance anything to be found at St. Louis. Germany has several schools which present excellent specimens of penmanship. But the French schoolmasters seem to make a specialty of developing beautiful work. Several styles of writing are used to bring out different positions of a page and to give prominence of varying degrees to salient points. The best work looks as if it might have been produced by industrious monks of the middle ages, instead of a spirited youngster of the busy typewriter day. Here is the point where we of the United States are likely to differ from our friends in France in attitude. We have shaken off the tyranny of the writing master of old. The new age is making new demands upon the schools, and copper plate penmanship is not one of them, according to our way of thinking.

In social endeavor lines, France has many lessons for the world. The looking after released prisoners and neglected children, the feeding of the hungry, the

rooting out of slavery in darkest Africa, the humanizing of methods in the reform schools, all these are worthy enterprises, well organized. Here we must lift our hat to France.

### "Savages."

The twenty-five Visayans who have been pupils of the model school in the Philippine section of the Louisiana Purchase Exposition have left the school and will not return. The Philippine Exposition board recently issued a folder in which the pupils in the school were described as "little savages." We send our compliments to our Visayan fellow-countrymen. To preserve one's self-respect is even more important than to learn at a model school. In the meantime we have our own opinion as to who are "savages," and it is not the Visayans.

A map of America and the Philippine Islands embroidered on Jusi cloth is shown in the educational building on the Philippine reservation at the World's Fair. The map is the work of the pupils of the public schools at Laoag Ilocos Norte.

### Trouble with Turkey.

American schools have been figuring in international politics during the last few weeks. They are the schools in Turkey. All the great powers have numerous schools and colleges scattered thru the Ottoman empire, and those of England, France, and Germany have many rights. Such rights have not been accorded to the American institutions. Indeed a number of them have been so harshly treated that they have contemplated abandoning their work. This is perfectly comprehensible to one who appreciates what the frown of the authorities means in that land.

Our government has frequently protested. Treaties between the United States and Turkey expressly protect American schools. Yet have the protests by our government not only proved ineffectual, they have not even been noticed. The national authorities at Washington considered this as an affront to the United States. Secretary Hay, acting under direct orders from the president, ordered Mr. Leishman, our minister at Constantinople, to demand an immediate interview with the sultan himself. And lest the Turkish government might be dilatory also over that, a very powerful fleet of American warships was sent on a visit to Smyrna. Mr. Leishman saw the sultan. Previously he could not see even the secretary for foreign affairs. When the American minister arrived at the Yildiz kiosk he delivered into the sultan's own hand a list of American schools and colleges which must be accorded all the rights given to every other foreign school in the empire.

The sultan received Mr. Leishman with great graciousness, and personally promised that all the American demands should be granted at once. The American fleet thereupon sailed away from Smyrna. Forthwith the Turkish government announced that it would ignore the verbal assurances which the American minister said he had received from the sultan. At the same time a long communication was sent by the Turkish foreign office to our legation, in regard to the American schools. This communication was in the highest degree unsatisfactory.

Within twelve hours after the receipt of the communication, Mr. Leishman handed in a reply to the proper official. In this note the minister declares that he will hold the government to the solemn promises made to him personally by the sultan's own lips. Thereat the cable says that his imperial majesty is

"much embarrassed." Very likely. The American fleet will apparently again make a visit to Smyrna.

If the fleet should proceed straight to Constantinople and anchor in the Golden Horn, the august occupant of the Yildiz kiosk would probably consider the educational exhibit one of singular persuasiveness. Some such drastic measure appears to be needed. Bushels of diplomatic notes and the most awful ambassadorial frown will not accomplish much. If the previous attitude of the Sublime Porte was an "affront" to the United States, in what precise rank in the catalog of indignity does its present action stand?

### A Royal Professor from America.

King Edward has approved the appointment of Dr. William Osler, head of the Johns Hopkins Medical school, and one of the most famous physicians in America, to be *regius* professor of medicine at the University of Oxford. This is the first instance of a royal professor selected from an American university.

Dr. Osler is a Canadian, and was educated at Trinity university, Toronto, receiving his M. D. from McGill in 1872. He continued his medical training at University college, London, and in Berlin and Paris. He practiced medicine in Montreal until 1884, teaching also in McGill university, when he accepted a chair at the University of Pennsylvania. Thence he went to Johns Hopkins. His book entitled "Science and Immortality" has attracted wide attention since its publication a few months since.

Dr. Osler will take up his permanent residence in Oxford in the spring.

### Our Porto Rican Visitors.

The 600 Porto Rican teachers who have been taking courses of study in Cornell and Harvard universities this summer, after finishing them came to this city and were taken to Washington, Philadelphia, and Atlantic City for short visits. Returning here they were divided into four sections and escorted about the city, taking in Coney Island and Rockaway. At public school No. 188 a reception was given by the board of education; addresses were made by Superintendent Maxwell and acting Mayor Fornes. On Tuesday the teachers sailed for Porto Rico.

They have expressed to every one their delight at the interest felt in their native land, and their determination to carry out the ideas they have gained. They seem astonished that teaching is anything more than a mean and dreary drill, that people of high culture seek it, and that the public think highly of the teachers. "It is not so with us," is a common expression. They think that New York city is as near like heaven as an earthly place can be—here they are wrong.

### The Spencer Memorial.

Every reader will be glad to learn that the effort to erect a memorial of Platte R. Spencer, the founder of the "Spencerian System" of penmanship, in the shape of a library, at Geneva, Ohio, is being successfully prosecuted by public-spirited citizens of that little village. It has been told in these pages that the conditions exacted by Andrew Carnegie seemed too severe to be met, and that the teachers of the country were to be appealed to. Some response has been made, but not near enough yet. The road to a profession lies partly thru the erection of monuments; if teaching is worthy of being a profession, teachers are worthy of monuments.

The site for the Spencer memorial has been pur-

chased; it is on W. Main street, Geneva, Ohio, and is a desirable one. Now all who desire to assist in perpetuating for a time the name of this remarkable teacher can aid by sending in contributions. Many teachers have had a "Spencer day" and received small sums from their pupils. Mrs. P. R. Cowles, at Geneva, O., can be communicated with in this matter.

#### Education of Filipinos.

Secretary Taft has decided to have the 100 young Filipinos who are being educated in California placed in Eastern schools for the coming year. Those who wish to study civil engineering will be sent to Cornell, but the greater part will be placed in schools in Maryland and in the city of Washington. Several boys will be sent to agricultural schools and colleges and others to technical schools to take up lines of practical study.

Another 100 next year will be sent to this country from the islands. The expenses of these young men are paid by the island government, which allows \$500 a year for each student. The government will continue to send students indefinitely, and each yearly quota or class will be kept here four years. The students agree that on their return they will enter the island government service.

#### The Guide-Book Craze.

There seems a perfect craze among people who go to the woods or the shore to find books that will tell them, and tell them so they will be recognized, about the flowers, the trees, the common animals and insects, the shellfish and the fish of the sea, the brooks, and the lakes, and help solve the mysteries of their birth, growth, and habits of life. Being out in the open on moonlight nights, city people seem to have discovered for the first time that there are such things as stars and clouds and all sorts of signs in the skies that can be read to advantage. They see the farmer and the sailorman do that sort of thing, and they naturally are a bit ashamed of their ignorance on so simple a subject. I find this so wherever I go, and the house that first sends out a popular and easily understood book on astronomy and the weather prediction theories, bound in paper and sold at a popular price, and places it within the reach of the summer outers, will, I believe, find a phenomenal sale for it.

So, too, will the general run of books about trees and wild flowers and fish and common wild animals and insects. They are as a rule books that sell for a dollar and a half up, and people hesitate about buying at that price, while at a quarter, thirty-five cents perhaps, certainly not to exceed a half dollar, there would be a sale for them running up into the thousands, as do the common books of fiction. Some day some one will see that open field and go for it, and I believe will find a fortune at hand.

Publishers seem to overlook the fact that the very people who would buy such books are the very ones who have to count their pennies, and yet thirst for knowledge. —New York Times.



Owing to delays caused by the change of type the plans for the present number have had to be slightly modified. The description of the Swedish educational exhibit at St. Louis, which was promised for this week, will have to go over to a later number.

#### What to Teach.

The fact that the state of New York spends \$40,000,000 annually on its public schools or \$8 per capita brings the subject of education into the arena of discussion, very naturally. The *Times* of this city in an able article lately said: "There is, or at least very lately there was, a general agreement upon what constitutes primary education. It consists, proverbially, of 'the three R's.' A little geography and a little history added to these, and the American child has received all that the state is bound to give him. But then, the three R's must be really taught. Pupils should learn, learn till they really know how to read, write, and cipher. Until you make sure of that, let us have fewer frills. Do the pupils really know that? We have melancholy proofs that they do not. Take the case of West Point. The educational requirements for admission to the Military academy are so elementary as to excite the derision of the ambitious and up-to-date 'educators.' They are, in fact, the three R's, and they are purposely kept down so as to allow the pupils of public schools all over the country to have an equal chance of fulfilling them. But, as a matter of fact, humble as these requirements are, the proportion of candidates who fail in meeting them is so large as to constitute a serious indictment of the common school system of the United States."

The criticism is made that the teaching in the schools is not thoro, and the qualification of pupils from "public schools all over the country," as exhibited in the examinations for admission to West Point, are cited as proof. Further, the inference is drawn that the defective qualification there exhibited arises from the teachers neglecting the 3 R's and giving their time to "frills."

Let us consider the state of New York and the city of New York and ask whether it is a fact that the 3 R's are neglected? This charge is made from time to time, and it ought to be investigated. If there is a neglect of the 3 R's the public have a right to demand it shall cease. The attention of one, a long time principal in this city, was called to the remarks above quoted and he wrote as follows: "We teach arithmetic, reading, spelling, and writing more thoroly now than in the time of Messrs. Kiddle, Harrison, Calkins, and Jones who were superintendents from 1870 and on. We have really added but little to the course of study except in manual training. The work in the primary schools is more thoro than it used to be, and altogether the boys leave our grammar schools better writers, readers, spellers, and readier in arithmetic than they did twenty-five years ago."

The teaching is much broader now than it was; we spend some time in giving them an idea of the world into which they are born. Some teachers do more of this than they ought—they get enthusiastic; for instance, one of my teachers had the boys get up an "exposition" of the products of Porto Rico and the Philippines. It aroused great interest. For the time being the three R's may have been thrown in the shade, but the general effect was to stimulate them, not to hinder and harm."

It would be a good thing if there was a pretty thoro investigation of this charge. A change has taken place in the style of teaching; this cannot be denied. And a change was needed. There was too much of the Ichabad Crane style in vogue. The question is not wholly one of "quantity;" the "quality" of the teaching is still more important.

## Had Better.

An article in *Harper's Magazine* for June, from the pen of Prof. Lounsbury of Yale university, discusses this idiom in very interesting fashion. Several times in the course of the year letters from readers take the editors of *THE JOURNAL* to task for using "had better" in the place of "would better," the claim being set up that the latter is the correct grammatical form.

Prof. Lounsbury tells us that the three idioms "had liefer," "had rather," and "had better" have existed and still exist in the English language, coming into use in the order above. The early expression was "me were liefer" but this was changed to "had liefer" and is often found in Chaucer. About the middle of the fifteenth century another form appeared that expressed the same idea—this was "had rather"; it gradually pushed the first form out of use. Shakespeare uses "had rather" over and over again, but "had liefer" not at all. Both terms mean essentially the same; but "had rather" suited the taste of people better than "had liefer"; it became unfashionable to use the latter and so it disappeared.

In the sixteenth century the idiom "had better" made its appearance, but it came slowly into use. At first it took the form "me were better"—the model followed was "me were liefer" which had disappeared from use. "Had better," while used somewhat during the seventeenth and eighteenth centuries came rapidly into use in literature in the nineteenth.

In *Vanity Fair* (1848) "had better" occurs 23 times, "had rather" once. This shows that the former expression had become popular. The distinct preference in literature for "had better" over "had rather" is plain enough in all the best literature of the past century. Objection has been made to the idiom by several authors, the most influential being Landor. Lowth who wrote a grammar had attacked it previously; he wanted to get the expression "had rather" into a grammatical form and to do this says that the form "would rather" had been contracted to "I'd rather" and then erroneously expounded into "I had rather." But this was a mere surmise; he produces no examples in literature to back up the statement. Nevertheless this explanation was accepted by many; even Noah Webster in the early edition of his dictionary adopted it and this helped on the error greatly.

In the Psalms occurs the expression, "I had rather be a door keeper, etc." "In this" (says Prof. Lounsbury) "had" is an independent verb, in the past tense of the subjunctive mood, a form somewhat uncommon now. It appears in the words of Mary, "If thou hadst been here my brother had not died." "Rather" is the comparative of "rather" meaning "quicker." This positive form died out long ago. "Be" is a verb in the infinitive mood—the "to" being omitted as in many cases. The expression, then, "had rather be a door-keeper" to, "I would hold it more desirable to be a door-keeper" etc. (In "had better" the verb "had" has attached to it the sense of obligation, as in the expression, "I had to do it"; but this is now confined mainly to colloquial speech.

Now if "had better" is changed to "would better," as some propose, the meaning attached to "had," (the sense of obligation) entirely disappears, hence "had better" cannot be translated into "would better." Finally, the terms "liefer," "rather" and "better" are not adverbs but adjectives; so in the superlative "had best." Lowth and Landor appear to consider them as adverbs.

## The Ancient Literature.

It is gradually becoming apparent that the people of Babylon and Egypt were very highly civilized. Prof. A. H. Sayce in his study of the monuments says "that the art of writing in the ancient East, so far from being of modern growth, was of vast antiquity and that the two great powers which divided the civilized world between them were each emphatically a nation of scribes and readers. And that the Mosaic age, instead of being an illiterate one, was an age of high literary activity and education thruout the civilized East. Not only was there a widespread literary culture in both Egypt and Babylonia, which had its roots in a remote past, but this culture was shared by Mesopotamia and Asia Minor, and more especially by Syria and Palestine. Palestine, in fact, was the meeting place of the two great powers of the Oriental world, and had long been under the influence of the streams of literary culture which flowed from them. \* \* \* From one end of the civilized ancient world to the other, men and women were reading and writing and corresponding with one another; schools abounded and great libraries were formed, in an age which the critic only a few years ago dogmatically declared was almost wholly illiterate. \* \* \* Moses not only could have written the Pentateuch, but it would have been little short of a miracle had he not been a scribe. He had been brought up in Pharaoh's Court, he was a lawgiver, and the elders and overseers of his brother Israelites in the land of Goshen would have been required to know how to read and write. \* \* \* We have learned many things of late years from archeology, but its chiefest lesson has been that the age of Moses, and even the age of Abraham, was almost as literary an age as our own."

This is deeply interesting to all students of history. We are too fond of thinking we have discovered the earth.

## The World's Railroads.

In comparing the railroad mileage of the old world and the new, it is found that the latter has 278,046 miles against 242,909 for the former. The mileage is divided as follows:

Europe	183,907	North America	233,186
Asia	44,358	South America	28,882
Africa	14,554	Australia	16,038

The mileage of the United States is about 207,000. This is 40 per cent. of the total railroad mileage of the earth.

At the close of 1902, \$34,964,342,000 had been invested in the world's railroads. The roads of Europe represent an investment of \$114,760 a mile, while those of the rest of the world average \$57,009. Great Britain's railroads represent the highest. The capitalization of all the roads of the world in June, 1902, was \$34,964,342,000, those of the United States representing a capitalization of \$12,134,182,964.

## Mexico's Progress.

The progress of Mexico is shown by the increased power of the people to buy of us, their nearest neighbor. Up to 1890 Mexico bought of us about \$11,000,000 annually. In 1900 they bought \$35,000,000. In 1903 this had risen to \$42,000,000. We buy of her extensively, coffee, cattle, tobacco, tropical woods, hides, lead, copper and vanilla. She buys of us linen, woolen, and cotton fabrics, hardware, and machinery. She has many cotton and woolen and sugar mills already, and is building more.

## Letters.

### Mission of Art.

We have not yet got the due effect of art, but the schools ought to feel it more. In some respects the distribution of pictures (those of the Perry kind for example) ought to accomplish a good deal, but the trouble is that there is little comprehension of them. The article in *THE JOURNAL* describing the text-books to be issued by the Prang Company was read with great interest, for it gives a solution of the problem.

It is wrong to suppose art has only to do with pictures. I am a disciple of William Morris in many respects, and think children should be taught to see what is beautiful, do what is good, and search after the truth. The first effort a family makes, when the father has made some money is to spend some of it in buying things. Then is shown the lack of a knowledge of the beautiful. The cashier of a bank in Buffalo went to Europe and returned with big boxes of pictures which he termed "old masters;" they were all copies and all ugly; his son inherited them and consigned them all to the garret, but what he has bought are not much better.

I believe that even poor people should be taught to know and love the beautiful because it will render them happier. They cannot expect to have much money, but they can be enabled to appreciate the works of art possessed by others. The plan of having art taught at the very outset is right, and will work out a great reform. I know something of the Prang plans in the past; they have aimed at solid results. This new step is in accord with previous ones and will produce needed effects.

Our school-houses need to be overhauled; most of them are really lessons in ugliness. I have some photographs given me by a gentleman who made a tour in the Western part of Ohio and who took snap shots of school-houses that were particularly ugly, and I can say that most of these should be made into a bonfire. In one case an outhouse stood on each side of the school-house and neither had a door! The school-house stood about a rod from the road. In order to show that the people in the district were not heathen the next house is shown, a large and expensive one. In the prosperity that is claimed we need to spend money to surround the children with objects that are beautiful. And I hold with Morris that that can be done if we stop spending it on useless, ugly things.

G. C. FOSTER.

Indianapolis.

### The Teacher Abroad.

No American can walk the streets of London without profound emotion. History and literature make us acquainted with their names and the transactions that have occurred in them. Especially are we indebted to Charles Dickens for causing the streets of this great city to become familiar. There is no doubt but that Alfred walked in them, that takes us back to the ninth century. He was a man of learning, had visited Rome, was adopted by the pope, had been taught to read by his mother (a French princess), thus winning a prize for first accomplishing what was considered a great task in those days.

The son of Alfred's brother was Edward the Confessor; it is his chapel that one particularly strives to visit when in London. From this building has sprung Westminster Abbey, the proud structure that witnessed the greatness of England; it is the real center

of the English-speaking race, Architecturally it meets the requirements of the imagination; but in traversing its aisles the thought is perpetually of the mighty dead who are lying there. For ten centuries England's heroes have been interred here; it contains the brave, the gifted, the royal, the richly-endowed of the wonderful English race.

The walls are so crowded with medallions and monuments that it is now a serious question where further room can be found for memorials of those that England wishes to hold in remembrance. The dean of Westminster suggests the employment of what is termed the Chapel of the Pyx. This is a low building of early Norman architecture, built by Edward the Confessor about 1060, and was employed to contain a box (pyx) in which the regalia of the nation was placed; the two massive oak doors, heavily studded with iron nails and secured by seven different locks, shows that it guarded a valuable treasure.

The Abbey was originally the church attached to a monastic institution; the Chapel of the Pyx was one of the several buildings erected, which later became a national treasury; the regalia was stored here until Cromwell's time, when the democratic tendencies following the beheading of Charles the First, caused the destruction of all but a few pieces, which may be seen now at the Tower. Thenceforward it was the receptacle of treaties and important records. Besides it contained the standards of the weights and measures used in England. These last have been removed to the mint and so the space is unemployed.

The suggestion of the dean of Westminster will probably be followed; the partition will be removed and the entire structure incorporated with the Abbey for the purpose of commemorating the mighty dead of the empire. That it was built by Edward the Confessor will confer a special honor upon it. Thus about one hundred feet may be added to the Abbey, and employed as that has been. This will interest every American, for all of us have a reverence for that glowing structure beyond, it often seems to me, what the English themselves feel.

London.

NEWTON K. GRESHAM.

Both the New York and Brooklyn libraries have apprentice classes, admission to which is by examination. The New York class opens in September, and the Brooklyn class in March. The course is about seven months in length, and includes study and practice. Full information concerning these classes will be furnished on application, personally or by letter, to the libraries.

Do you read what people say about Hood's Sarsaparilla? It is curing all forms of disease caused or promoted by impure blood.

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## Notes of New Books.

Altho the histories of the United States are many there is still room for first class narratives of the rise of the great republic, like *A History of the United States for Secondary Schools*, by J. N. Larned, author of several other historical works. This book was prepared in full accord with the views set forth by the Committee of Seven, appointed by the American Historical Association in 1896 to consider the subject of history in the secondary schools. It assumes that American history will be taught in most secondary schools at a time when pupils are old enough to learn, and will be interested in learning, how the circumstances and conditions of life at the present day have been brought about by the working of influences and the movement of events in the past. It is taken for granted that they are more or less acquainted with the romantic period of exploration and discovery and need not spend more of the actual school period on that. Furthermore it is assumed that most of the teachers of American history in secondary schools must be in agreement with the Committee of Seven on the fundamental principles of history teaching. Among these are that history, presented as it should be, cultivates the judgment by leading the pupil to see the relation of cause and effect; that events do not simply succeed each other in order of time, but one grows out of another, or rather out of a combination of many others, that unrelated facts are not of historical interest and no time should be spent in school in studying them. In pursuing the aim to link facts together so that their meaning may be understood, the original colonies are treated, not separately, in the usual manner, but collectively, from the first, as forming already one coherent political body. One feature of this history must not be overlooked—the great number of illustrations and maps. In addition to the maps in the text there is an atlas of historical maps, seventeen in all. (Houghton, Mifflin & Company, Boston. Price, \$1.40.)

*Grammar Lessons: A Second Book in English*, by Wilbur Fisk Gordy, principal of the North school, Hartford, Conn., and William Edward Mead, professor of the English language in Wesleyan university. For some time it was a question with educators whether or not grammar should be taught below the high school. Some teachers still maintain this position, but the majority favor the teaching of the rudiments of technical grammar in the higher elementary grades. This book was prepared in accordance with this view. Its aim is to simplify the subject so as to bring it within the comprehension of grammar school pupils. It therefore takes little account of matters of secondary importance, and lays emphasis on the fundamental principles underlying the expression of thought in English. Part I is devoted to a simple exposition of such matters as can in no case be omitted. Part 2 contains a fuller statement of the principles outlined in Part 1, and a more copious body of exercises and other illustrative matter. No pains are spared to lead the pupil to see what a sentence is, and in the analysis of a sentence he learns the characteristics of the parts of speech. Analysis of essential relations is already a feature of the book. On the instructive side the aim throughout the book is to lead the pupil to use his grammatical knowledge as an aid in expressing his thoughts with clearness and accuracy. (Charles Scribner's Sons, New York.)

*Standard Second Reader*, edited by Isaac R. Funk, L.L.D., and Montrose J. Moses, B. S., is issued after many years of labor and much consultation with leading practical educationalists of the United States, Canada, and Great Britain. It contains features that will be recognized by educators everywhere as of prime importance. The aim is to give clear enunciation by training the pupil to detect and produce the forty sounds that make up the language. Words are taught in connection with thought, as by conversation. Every effort is made to lead the pupils to think thoughts that are worth knowing. In the *Second Reader* six lessons are based on simple experiments in science, six tell about flowers, a number about trees, and six introduce some of the most common animals in such a way as to give the pupil a clear idea of the difference between a domestic and a wild animal. Fables and stories, told mostly in the words of authors, introduce the child to the charming field of literature. Each lesson has a special pictorial illustration made for it. Special pains are taken to have the lessons furnish inspiration to honesty, truth-telling, courage, kindness to animals, love to our fellows, love for country, love for home. The Scientific Alphabet, approved and promulgated by the philological associations of America and England, is used to a limited degree for pronunciation purposes only. A Teachers' Manual has been prepared to go with this book. In it are found valuable suggestions regarding the manner of treatment of each lesson by the teacher. (Funk & Wagnalls Company, New York.)

*Connectives of English Speech*, by James C. Fernald, is a work that evinces painstaking, intelligent, and loving labor by its author. He deals with "thought connectives," words that indicate relations such as prepositions, conjunctions, relative pronouns, and adverbs. These are used to bind together the elements of the sentence and give a unity to the verbal structure. All who have written concerning style refer to the need of a careful and thoughtful use of connectives. Austin Phelps cites the style of Coleridge and declares that his wonderful command of English is due to his precise use of connective words. He also cites Milton as illustrating this truth. "One word of such exact connective force in the right place with right surround

ings before and after, may make all the difference between a dis-jointed and a linked style."

The first class of connectives discussed is the preposition, and here is a good discussion of the preposition itself. The reader will find an extreme value in this discussion, because the usual grammar can not stop to say what a preposition is. The author follows his discussion with the statement that it is a word that shows a relation between an antecedent and a consequent in the same sentence. He tells us that a sentence may end with a preposition and quotes from many authors.

After giving a list of the principal prepositions, they are taken up one at a time and discussed, as "abaft," then "about," etc. Under each the use is given, quoted from standard authors. We cannot better describe the fidelity of the author than by stating that his discussion and illustration of "of" covers twelve pages. Most writers might think this little word had but one meaning, but Mr. Fernald gives it four classes of meanings, that of place or space having again three submeanings.

The discussion of conjunctions follows that of prepositions (this latter covers about 200 pages) and is equally exhaustive and luminous. The writer who tries to be careful in his work will find the uses of the conjunctions described and illustrated with fullness. We do not find "whilst" referred to, tho we still see the word used from time to time in modern writing.

Part third discusses Relative Pronouns, and here we find much that will be of real aid to the teacher of grammar. "As", while frequently used as an adverb or a conjunction, is however used as a pronoun—"Such as the frost leaves upon a pane." Under this head "that" is discussed in a most helpful manner.

Finally the use of adverbs with conjunctive power is exhibited—"hence", "how", etc. The whole makes a volume of unique assistance to the careful writer. The volume will be of much service in classes that study rhetoric; it will help one to use language in an exact and forcible way. (Price, \$1.50. Funk & Wagnalls Co., New York.)

*Minute Marvels of Nature*, being some revelations of the microscope, exhibited by photo-micrographs taken by the author, John J. Ward. Most books written upon the studies under a microscope are planned either for the advanced specialist or the elementary student. This aims to interest the intelligent and well educated reader who knows nothing of microscopic work and cares only for the results. So the author leaves out all scientific terms and gives all descriptions in the simplest language possible, illustrating every step by photographs. The wonders of the extremely minute animals and plants are developed in a number of instances by successive enlargements.

The beginnings of plant-life are first presented, and the reader is led to realize how marvelously the most common things, as green moss, or pond scum, are constructed. Diatoms are thus found which are especially beautiful. Sections of plants of larger growth are shown to give unusual formation of cells and special arrangements. Leaves are found to owe their shapes and peculiar functions to modifications of cells. Some animal forms are shown to be especially wonderful and full of adaptations, as the fly whose foot is suited to holding on, or the fangs of the spider to pierce and poison. The book is specially valuable to the student of nature. (T. Y. Crowell & Co., New York. Price, \$1.60 net.)

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## The Educational Outlook.

The steamship *Columbia* of the Anchor Line, arrived in New York from Glasgow on August 14. On board were several hundred school teachers from New York and other Eastern cities, who had been traveling in Europe.

The report of the secretary of the College Entrance Examination Board is about to be published. There were 1,817 candidates who were examined at 139 places. More than 500 preparatory schools were represented, of which 215 were public high schools, and the candidates sought admission to over forty colleges and universities represented by the board. During the last year, Harvard and the Western Reserve university have become members of the board.

There was an increase of 30 per cent. in the number of candidates examined in New England, and an increase of 21 per cent. in the Middle States, these increases being probably largely due to the fact that now Harvard belongs to the board. All of the colleges belonging to the board will have large freshman classes, but for some unknown reason fewer students will come this year from the South and West to the Eastern colleges.

At the recent convocation of the Board of Regents of the University of the State of New York, the Chancellor, the Hon. White-law Reid, former ambassador to France, delivered an address which has attracted much attention.

He called attention to the large sum expended in New York, some forty million dollars, in public school education, and fears that much of it is wasted in teaching "fools." Says Mr. Reid: "Pupils should learn, learn till they really know how to read, write, and cipher. Until you make sure of that, let us have fewer frills." The writing of the children, according to the chancellor, should be "legible rather than obscurely elegant." Their spelling should be accepted by the English speaking world, "not what the reformers think it ought to accept or even believe it is going to accept."

Among the students at the Harvard Divinity Summer school this season is the Rev. Edward Robie, who is 83 years of age. He is doubtless the oldest student in any educational institution in the world. Mr. Robie is the pastor of the Congregational

society at Greenland, N. H., where he has been for fifty-three years.

The Harvard Divinity school, which is undenominational, always has, as the majority of its Summer students, men who are active pastors of congregations, and some of whom are of quite mature years. There are several students this year who are nearly as old as the venerable Mr. Robie. These elderly men are among the most enthusiastic and earnest workers, and frequently return summer after summer to pursue their studies in Cambridge.

The Summer school of Cornell closed on Aug. 19, after the most successful season in its history. The number of students was 571, exclusive of the 153 Porto Rican teachers who were in attendance. Many of the students were teachers in New York State.

The superintendent of the Indian school at Carlisle, General Pratt, has been removed by the secretary of the interior, and has been succeeded by Capt. William A. Mercer. General Pratt's removal is probably due to his long-continued criticism of the Bureau of Indian Affairs. The secretary has evidently resented this.

Secret societies are under the ban in the Chicago high schools. They cannot meet in the school buildings, nor use the school name. They are not to receive any public recognition by teachers, and parents are to be informed that all the educational authorities, from the board of education down, condemn such societies. This is a recommendation issued to the principals and teachers of the high schools by Superintendent Cooley.

The one hundred Filipino students who will be educated in America this year are allowed to select their school or college. They have already done so, and the number of institutions is large. Cornell university and the Ithaca high school seem to be the most popular. Then follows the Boston Institute of Technology, the Philadelphia School of Industrial Arts, the state normal schools at Oswego, New York, West Chester, (Pa.), and Trenton, and the high school of Meriden, Conn.

There is great interest in Newark, N. J., over a proposition to reduce the board of education to nine members. It now consists of thirty. The change, to be effective, will

have to be submitted to the people. The *Newark Evening News* is strongly in favor of the proposed smaller board.

### Recent Deaths.

Supt. Louis A. Goodenough, of Paterson, N. J., was found dead in his bed at Belleville, Jefferson county, N. Y. where he was boarding, on the morning of Aug. 6. He was thirty-eight years of age, and his wife died about a year ago. He had taught in several cities, and was principal of Public School No. 15, Jersey City, and when Dr. A. B. Poland left Paterson for Newark in 1901, he was called to the superintendency at Paterson. There was considerable opposition to him at first, he had become one of the most popular superintendents the city ever had.

Rev. Dr. E. Winchester Donald, rector of Trinity church, Boston, died from tuberculosis on August 6, at the age of fifty-six. He was a native of Andover, fitted for college in the Penchard free school, and was graduated from Amherst in 1869. He taught at Belchertown, Mass., and at Newport, R. I. for a time, and then studied theology at the Episcopal seminary, Philadelphia, and at Union seminary, New York, from which he was graduated in 1874. He became the rector of Trinity church in 1892, when Phillip Brooks was elected bishop.

Mr. C. A. W. Pfeil, for six years a member of the Passaic, N. J., board of education, died in New York Aug. 7, of cancer. He was born at Frankfort-on-Main in 1854, and came to America twenty-five years ago. He was a founder of the Unitarian church of Passaic. He is survived by a wife and two sons.

Dr. James H. Montgomery, vice-president of Allegheny college and a scientist of national reputation, died Aug. 11, at Meadville, Pa., after an illness of several weeks. He was fifty years of age. His wife survives him.

Jacob C. Rinehart, principal of Public School No. 20, Jersey City, died recently at his home in that city. He had been principal of the school for thirty-seven years. Mr. Rinehart was born in Hunterdon county, N. J., sixty-six years ago, and was a graduate of the state normal school. He was appointed principal of No. 20 in January, 1867, when the school was in the town of Greenville before the consolidation with Jersey City. A widow and two daughters survive him.

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## The Greater New York.

On August 15, New York City entertained the five hundred Porto Rican school teachers who have been studying this summer at Harvard and Cornell. They came from Philadelphia on the transports Sumner and Kilpatrick, and were shown over New York and Coney Island by S. M. Lindsay, commissioner of education for Porto Rico. At Public School 188 they were addressed by Acting Mayor Fornes and Superintendent Maxwell.

Many of the new schools authorized in New York City will not be built for a considerable time. The sites have been selected, the plans prepared, and the money is in the municipal treasury, but the property owners stand in the way. They make the process of acquiring the site a long and vexatious one. The board of education is thinking of an appeal to the legislature or the courts for a speedier method of securing school grounds.

This year all the lack must be supplied. There will be between 30,000 and 40,000 more school children in New York city next year to be provided for, and at the estimated cost of educating each child (\$42), there must be at least an increase of \$1,260,000. Money must be appropriated for a new technical high school in Manhattan, and for departments in the kindergarten training at the training schools. The board of estimate will doubtless try to cut down the budget.

The executive committee of the board of education, on August 17, awarded contracts for school buildings aggregating over a million and a half dollars.

There will be no modification of the course of study for the elementary schools in New York City this year. Superintendents and principals are unanimous in advising the board of education that the changes must be given a further trial before any further recommendations can be wisely made. It may be that these changes will be made year after next, but there will be none this year.

The success of the Summer School at Raleigh, N.C., and benefit it confers, can be estimated by the fact that the very careful administration of the Peabody Fund raised their gift toward it from \$100 last year to \$1,000 this. The county superintendents of North Carolina had a convention there in July, and later there was a convention of the Woman's Association for the Improve-

ment of Public School-Houses. The delegates to this body are North Carolina women who are not teachers, but are citizens of the state, and interested in the welfare of the schools.

So many vacancies exist in the New York public schools that another examination for license No. 1 will be held in January.

An examination for admission to the training school will be held at the same time. For particulars address Superintendent Maxwell.

The new kindergarten training departments in the New York and Brooklyn training schools cannot begin actual work in September, as originally planned. The board of education cannot find a director. The necessity for a man of the highest capacity is thoroughly realized, but no available man of that character has yet been found. Therefore, only preliminary kindergarten training will be taken up in September, advanced work being postponed until the second term begins in February.

School examinations are just over in New York City. In the examination for License No. 1, which gives the privilege of teaching in the elementary schools, over 500 candidates passed. Only one man and twenty-three women were from institutions outside of New York. Of the men the first, third, and fourth were from City college, the second from New York university, and the fifth from the New York Training school. Of the women, the first four were from the Normal college, the fifth place being tied for by two graduates of the New York Training school and the Brooklyn Training school. Three women ranked higher than the highest man.

### Temporary Schools.

So severe is the school congestion on the lower East side that the department of education thru Superintendent C. J. Snyder, has filed plans for utilizing the space under the Manhattan end of the new Williamsburg bridge. Six buildings are to be erected, of brick, one story high. They will be floored with asphalt and amply lighted by a row of skylights, and will be about 200 feet by 30 feet each. Drinking fountains and storage bunkers will be provided for each building. The total cost will be \$65,000.

## Education Budget.

The board of education of New York City has prepared its estimates for the coming year, and handed them to the board of estimate and apportionment.

Nearly \$2,000,000 more is now asked for than was asked for last year, over \$40,000,000 more than the board of estimate actually allowed in the last annual budget. This tremendous increase is due to the fact that last year the budget was severely cut, necessitating not only an abandonment of all extensions of the school system, but even a retrenchment.

### Prof. Muensterberg on America.

Professor Muensterberg has written a new book on America. When an English translation of the second volume of *"Die Amerikaner"* renders this accessible to the public, it will take its place alongside of Bryce's *American Commonwealth*, doing for the American of these present years what the English statesman did for the American of the early eighties. Nor will its interest be confined solely to scholars, who will regard it as a worthy continuation of the task begun by De Tocqueville, when he so graphically depicted the America of 1830. Prof. Muensterberg's work is destined to arouse general discussion.

The first volume was a review of our political and economic constitution, and altho valuable, was something our own statesmen might do for us, and have done. But Prof. Muensterberg brings to his work a something more. He is pre-eminently the great psychological student applying the results of his science to the social phenomena around him; gathering, classifying, interpreting them. Altho written primarily to inform the Germans about us, it is of no less value to us ourselves. From it we can indeed "read and learn."

There are chapters on our impulse towards self-improvement, on our schools and colleges our philosophy, literature, art and religion. The social life is discussed in chapters on our individuality, the independence of our woman kind, and an analysis of our recently formed and growing aristocratic tendencies.

The impulse toward self-improvement is one of the facts the writer most emphasizes. It is the continual burden, he says, of our public addresses. And it is bringing its fruits. It is certainly most refreshing to the spirit to hear this thoroly competent observer

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and altogether candid critic declare, that altho certain political interferences much detract from the merits of our public school system, still so rapid is our progress along all educational and artistic lines, that Europe stands awaiting an "American peril" vastly different from anything connected with dollars. We are, he says, devoting ourselves to intellectual attainment with the same seriousness which has placed us at the top commercially and the result will be the same.

Our chain of libraries is mentioned with much approval, as indicating our growing enthusiasm for the things of the mind. And we read. Not merely do the new books mount up to fabulous sales, but "the great sweep of English literature, from Chaucer to Browning, forms the foundation of the culture of every American man and woman." In our own productions, it must be admitted that the longest procession is not always following the greatest man.

Prof. Muensterberg is, above all else, fair. His criticism is mostly favorable, indeed much of that quoted above is far more encouraging than we had dared hope it would be, yet when he sees occasion to warn he speaks out. And this he does in the final chapter of the book, that on our growth in aristocratic feeling.

To be sure, he tells the German not to sneer too much over the marriage of American girls with European noblemen. "It is a great error," he says, "to suppose that in these alliances that the American forgets his democracy. These aristocratic arrangements interest him as a bit of history. He looks upon the social connection in the spirit that he visits some ruined castle and without wishing afterwards to transform his country home on the Hudson into a bannered pile."

But there are also, he admits, dangers that threaten our institutions, and forces are at work against our democracy. Our presidents begin to be surrounded by monarchic pomp; an invitation to the White House is equivalent to a command. We are acquiring a taste for military pomp, for reviews of fleets. Our academic functions are becoming truly ritualistic, since the academical gowns and such things have no real meaning beyond simply showing themselves. "Life in the universities brings out strikingly the social differences. In Harvard and Yale there are among the students exclusive clubs composed of the social leaders. Certainly, hundreds go thru the university every year without concerning themselves about the existence of these. But there is as large a number who have no other thought and passion than to be taken into these select circles, and for whom no philosophy can assuage the bitterness of being left out."

### The Library at Stanford University.

Early in the Fall the cornerstone will be laid for the new library of Leland Stanford Junior university. It will complete the great quadrangle at the university, one of the most beautiful sights of America. The library will be of buff sandstone in the Spanish Mission style, to harmonize with the entire group of buildings, and it will be 305 feet by 194, with ornamental entrances at each corner. The great rotunda, which will occupy the center of the building, is to be seventy feet in diameter, and 140 feet high. The Stanford library will be one of the greatest in the country, as the university has set aside \$750,000 for its construction, and a capacity of one million books has been provided for.

The new gymnasium now under construction on the Stanford campus will be equal to any in America. The building alone will cost \$1,500,000.

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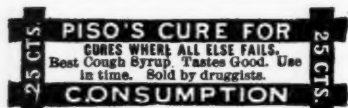
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## Literary Items.

A monograph on "Commercial Education in the High Schools," prepared by the committee appointed by the department of business education of the National Educational Association, has been published by the University of the State of New York, Albany, as Bulletin K 23, price 20 cents. In addition to the report of the committee and the papers prepared by those selected to discuss each of the several groups of studies, the monograph contains articles by Dean C. W. Haskins, Regent Edward Lauterbach, Prof. George W. Sanford, Hon. William P. Wilson, and Dean Joseph French Johnson.

*The Seeker* is the new novel of Henry Leon Wilson, to be published this month by Doubleday, Page & Co. Its plan is the dramatic life-story of a man searching for truth and in so doing refusing to believe what others tell him. His views bring him into conflict with his brother, an Episcopal rector. The guardian of the boys, for the story opens in their childhood, is a Presbyterian minister, "an old man eloquent," and one of the most impressive theological figures in fiction. It is an earnest story and the best work so far of one of the promising American writers. Charming illustrations are contributed by Rose Cecil O'Neil, (Mrs. Wilson.)

## Lippincott's Educational Series.

The centenary of Kant's death, celebrated this year, makes especially timely the book by Prof. Edward Franklin Buchner, of the University of Alabama on "The Educational Theory of Immanuel Kant." A man need not belong to the extreme admirers of Kant, to believe that all educators would learn much by absorbing the theory of education formulated by one of the greatest and most original of human intellects. Hitherto these educational ideas have been scattered thru all Kant's writings. Professor Buchner has brought them together in a readable form. His admirable treatment will give American teachers a profitable acquaintance with Kant.

Other valuable works recently issued by the Lippincotts in their educational series are "Thinking and Learning to Think," by State Supt. Nathan C. Schaeffer, of Pennsylvania, and a "History of Education," by Prof. E. L. Kemp, of the State Normal School at East Stroudsburg, Pa.

Citizens of Pennsylvania will bear with particular interest of another Lippincott book in the same series: "Two Centuries of Pennsylvania History" by Dr. Isaac Sharpless, president of Haverford college.

The "Study-Guide Series," published by H. A. Davidson, Albany, N. Y., has been removed to Cambridge, Mass., and will henceforth be conducted under the names of Charles and H. A. Davidson, Publishers. The purpose of the removal to Cambridge is the extension of this useful series of books. The publishers intend to furnish, in each number of the series, illustrations, references, and aids which will really lead students, however young, to do independent work, and the coming year is to be spent in the collection and the preparation of new numbers.

The editor of a New York Medical journal says: Antikamnia tablets have been used with very favorable results in headache, neuralgia, influenza, and various nerve disorders. No family should be without a few five-grain tablets of this wonderful pain reliever. Two tablets for an adult is the proper dose. They can be obtained in any quantity from your family drug store.

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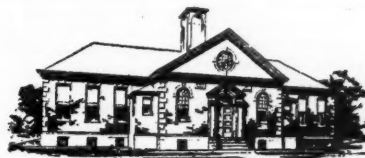
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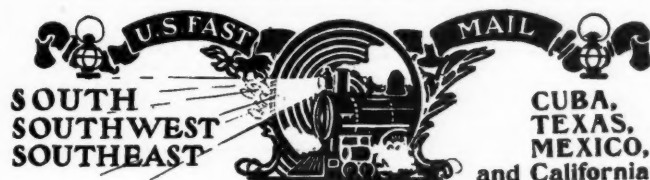
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The September number of one of the great magazines in 1893 was devoted exclusively to the Chicago World's Fair. So great an effect did this have on the people, that the attendance at Chicago took a jump immediately after its publication. A similar effect should be observable at St. Louis when the September number of *The World To-Day* gets into the readers' hands. As the magazine is a dollar one, each copy costing but ten cents, President Francis and the other Louisiana Purchase authorities could afford a wholesale buying and distributing of the number, as an excellent means of increasing the attendance at the exposition. To read the magazine is to get the "Exposition fever," so attractive are the magnificent views it vividly reproduces, and when the trip is taken, it will be an excellent guide. Its itineraries will save the visitors much time. And to one who has wandered among the palaces at St. Louis this *World To-Day* will come as a friend, for one picture will give you the exact spot where you first caught sight of the peerless door of the Mines Building, another the place where you laughingly stumbled over an old school friend, and so on to the last page.

Comparatively few people know that the greatest "find" of extinct animals made in a single locality in any part of the world was made in Central Wyoming. The place has been named the Bone-Cabin Quarry, because a Mexican sheep-herder had constructed his cabin of the fossils, nearly all of which were of the skeletons of dinosaurs. The discovery was made by Walter Granger of the American Museum of Natural History expedition of 1897, but hitherto no full description of the quarry has appeared. Prof. Henry Fairfield Osborn, Paleontologist of the Museum, who first visited it in 1898, and has had charge of the exploration of its covered geological riches, has prepared for the September *Century* a popular account of the contents and of the ways of preserving them for museum purposes. Restorations by Charles R. Knight of the great dinosaurs, drawn under Prof. Osborn's supervision, give startling reality to one of the most notable scientific papers of the day.

The long story which always makes up the first half of *Lippincott's Magazine*, is in the September number an extremely good one,—"The Deep Waters of the Proud", by Francis Willing Wharton. A young man with the entire world at his command suddenly hears from his physician that he is going blind. He has only twelve months of light left him, then darkness will set in. He resolves to spend the twelve months in seeking and obtaining all the pleasure the earth affords, and then die. But he does not. The story tells why. The tale is told in a manner befitting such a clever plot.

*Lippincott's* also has a most interesting little sketchy tale of "Rome at Easter" by Maud Howe, who shows again how inexhaustible a topic the Eternal City is. She, at least, can never be written out. In addition to a very graphic picture of the

Easter ecclesiastical ceremonies there is a pretty little account of a visit made by the Queen of Italy to the studio of some American artists.

The *Four Track News* for September has its usual articles of interest for the sportsman and the traveler. Venice, the Himalayas, Alaska and Erie (Pennsylvania) are four as scattered places as one could well name, but each is the center of a pleasant article. There is an account of Venice, "Venice as She Is, and Is not," which has the singular merit of treating the Queen of the Adriatic as an existing city filled with actually living inhabitants, not merely as a collection of poems and an article in a historical encyclopedia. Kirk Munroe takes us up on the "Roof of the World" in a valuable article on North India, where the mountains are five miles high. "Ho, For Alaska," is a very readable chapter on the past adventurous territory which can afford an outlet to all the stirring spirits of America. The story of Erie is an account of the city on the lake during its early pioneer and naval history.

A new magazine publishes its first number this month. It is *The Mining Magazine*. Mining is one of the three great industries of the republic, and has, in all ages, been fascinating to the intellect and hopes of man. To-day it is one of the most scientific of pursuits, and progress is constant in every detail of metallurgy. The mining man of every kind, particularly the mining engineer, wants to keep in touch with the news of the mining world. This the *Mining Magazine* does for him in the best manner. Its editors are expert chemists and engineers who stand in the front rank of their profession in America. The original articles and the digested material alike show the touch of the expert. A digest of current mining literature and an index to the same, which appear in each number, must be of great use to the mining man, while each special contribution sums up the world's knowledge to-day on that point. An account of the Guanajuato mining district in Mexico was interesting and instructive even to the unscientific layman.

"Ballooning as a Sport" is the somewhat disturbing title of an interesting article in the September *Century*, by George de Geofroy, a practical aeronaut. People who dislike the present sway of the automobile will view with despair the possibility of rich young sportsmen each having his own balloon. Hitherto third story windows and certain inaccessible crags have been a refuge from the pursuit of snorting monsters, but when in even those sports, one can be run down by an aero car, whither shall we flee?

The author says it will be strange if this form of locomotion does not take hold in America! We can already see a cigar-like projectile hovering in front of each room in the Flatiron Building, waiting to take the tenant home; and Broadway, on an opera night, congested with dirigible balloons.

However, Mr. de Geofroy tells us many pleasant things concerning the Aero Club of Rome, and the christening of its first balloon, by the Dowager Queen Margherita. As according to him, the worst accident recorded in the large and active Aero Club of Paris is a broken foot, maybe we ought to welcome this new pastime.

## SCHOOL ART

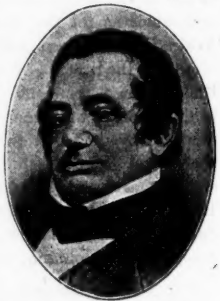
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The July issue of the *International Studio*, John Lane, publisher, has some particularly fine articles and a wealth of illustrations, both in black and in colors. Among the leading articles are "The Art of Thomas Collier," by Frederick Wedmore; "Whistler in Belgium," by Octave Maus; "The Salon of the Société Nationale des Beaux Arts," by Henri Frantz; and "The Royal Academy," by W. K. West. The department of Studio Talk gives notes from the principal art centers.

The July *Architects' and Builders' Magazine* published by W. T. Comstock, 23 Warren street, N. Y., has a well illustrated article on "The Railway Exchange Building," a notable skyscraper of Chicago, Ill. Other interesting articles are "The Colonial Architecture of Norwich, Conn." and "Municipal Beauty." In the latter are described and illustrated many parts of New York city.

A new educational journal to be published bi-monthly and devoted to all phases of nature study, will be launched in January, 1905. It will deal with the several science studies in the schools as varying phases of nature study, rather than abridgement of the organized sciences of the higher schools.

The new publication will be under the charge of an editorial committee of five well-known professors, among them Dean L. H. Bailey, of Cornell, Prof. C. F. Hodge, of Clark university, and J. F. Wodhull, professor of physical science in Teachers' college, Columbia university. Prof. M. A. Bigelow, of Teachers' College is to be managing editor, where the business address of the publication will be found. The subscription price will be one dollar per volume, or twenty cents a copy.

The *Century* for August, the midsummer holiday number, is unusually attractive. Its leading article is Eliot Gregory's "Visiting in Country Houses," a plea for the guest, a plea for hospitality only where the welcome is sincere and the liberty complete; illustrated by Charlotte Harding. Among the eight color plates of the number will be four of Maxfield Parrish's Italian Villa scenes, a view of the Utah natural bridges and for frontispiece "The New Game," by Miss Betts.

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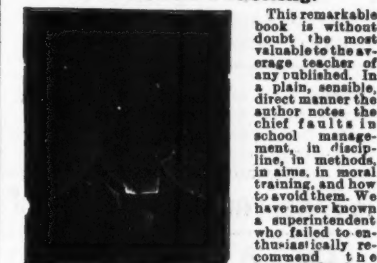
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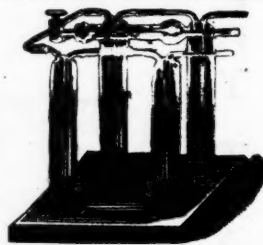
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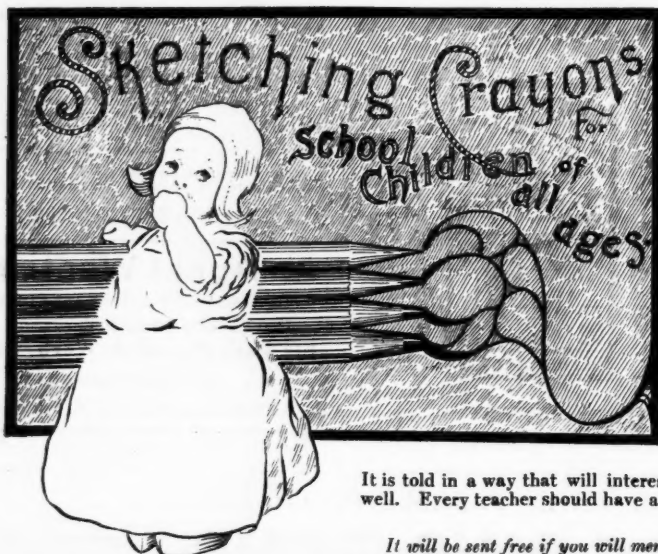
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